**K-5ELA Lesson Plan**

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| **Teacher:** Jefferson Elem | | **Grade: 1** | | | **Date(s)**: Days 14-15 |
| **Unit Title: *Wanted: A Few Good Friends*** | | | **Corresponding Unit Task: Task 4- writing an opinion** | | |
| **Essential Question(s): Reading:** Why is it important for good readers, writers and speakers to remember the important details when retelling a story, poem or informational text? How do illustrations help good readers locate and remember the important details in a story?  **Writing:** How does using capital letters at the beginning of the sentence and correct punctuation at the end of a sentence help writers communicate their ideas more clearly? How can drawing pictures help us better communicate our ideas, thoughts and feelings and understanding?  **Speaking and Listening:** Why is it important for good listeners to give others the opportunity to speak when we are sharing ideas? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Books:**  *Where Are My Animal Friends* by Chin  *That’s What a Friend Is* by Hallinan  *The Day the Monster Came to School*  *Hedgie’s Surprise* by Brett  *First Day Jitters* by Danneburg  *The Night Before First Grade* by Wing  *Have You Filled a Bucket Today*? by McCloud  *David Goes to School* by Shannon  *Elmer* by McKee *The Crayon Box that Talked* by DeRolf  *Brand New Pencils, Brand New Books* by deGroat  *Chrysanthemum* by Henkes  *Click, Clack, Moo – Cows that Type* by Lewin  chart paper/markers  Anchor chart of character traits (super hero C for character)  environmental print  display the “sharing circle” guides (rules and protocols) | | | | **sharing circles** – structured opportunities for students to learn listening skills and to acquire basic leadership skills  **opinion –**what you think or feel about something; there is no right or wrong opinion  **rubric -** a rating scale used to determine if an assignment has been completed correctly  **environmental print-** print seen in and around school | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:** RL.1.1 – Ask and answer questions about key details in the text.  RL.1.2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson.  RL.1.7 – Use illustrations and details in a story to describe its characters, setting or events.  RL1.1.10 – With prompting and support, read prose and poetry of appropriate complexity for grade 1.  RI.1.1 – Ask and answer questions about key details in the text.  RI.1.2 – Identify the main topic and retell key details of the text.  RI.1.7 – Use the illustrations and details in a text to describe its key ideas.  RI.1.10 – With prompting and support, read informational texts appropriately complex for grade 1.  L.1.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **I Can Statement(s): I can state an opinion.**  **Instructional Plan:**  **Day 1: Review Story Matrix.**  **Teacher will define vocabulary word “opinion” and read *Click, Clack, Moo- Cows that Type.***  **Day 2: Teacher will define “environmental print”**  **(to be done after writing is completed) Each student will have a copy of the Rubric for My Favorite Book about Friends as well as a class copy (Elmo, overhead, chart, etc.). Students will complete their rubric with teacher support and guidance based on their writing piece about their favorite book.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:** W.1.1 – Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  W.1.5 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  W.1.8 – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions.  L.1.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (print all upper and lower case letters).  L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (capitalize dates and names of people; use and punctuate for sentences; use conventional spelling for words with common spelling patterns and for frequently occurring irregular words; use commas in dates, and to separate single words in a series; spell untaught words phonetically, drawing on phonemic awareness and spelling conventions).  L.1.4 – Determine or clarify the meaning of unknown  and multiple meaning words and phrases based upon **grade 1 reading and content**, choosing flexibly from an array of strategies (use sentence-level context as a clue to the meaning of a word or phrase).  L.1.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships (ex – *I named my hamster Nibblet because she nibbles too much because she likes that.)*  **I Can Statement(s): I can write a complete sentence using correct capitalization, punctuation, and environmental print.**  **Instructional Plan:**  **Day 1- \*Fill in matrix with story information\***  **Create “superhero” character chart to add traits throughout the week. Have students dictate traits related to characters listed on the matrix.**  **Day 2- Teacher will model the process by writing about her favorite book (include modeling for: capitalization, punctuation, spelling known word correctly, using environmental print). Format will include: title, author and three reasons why they liked the book.**  **Students will then choose favorite book and create a book with construction paper and writing paper. They will illustrate the cover of the book on the front and then glue completed writing paper on the inside.**  **Ex of writing: My favorite book about friends is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_by \_\_\_\_\_\_\_\_\_\_.**  **I like it because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**  **Another reason I like it is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**  **I also like it because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**  **Students will then complete rubric with teacher when handing in final book copy.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:** SL.1.1 – Participate in collaborative conversations with diverse partners about grade 1 topics and text with peers and adults in small and larger groups (follow agreed upon rules for discussions [listening to others with care, speaking one at a time about the topics and texts under discussion]; build on one another’s talk in conversations by responding to the comments of others through multiple exchanges.  SL.1.2 – Ask and answer questions about key details in a text read aloud or information presently orally or through other media.  SL.1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  SL.1.4 – Describe people, places, things and events with relevant details expressing ideas and feelings clearly.  SL.1.5 – Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.  SL.1.6 – Produce complete sentences when appropriate to tasks and situations.  L.1.1 – Demonstrate command of the conventions of standard English grammar and usage when writing and speaking (use common, proper and possessive nouns; use personal, possessive and indefinite pronouns; use determiners like articles and demonstratives; produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.  **I Can Statement(s): I can actively participate in a sharing circle.**  **Instructional Plan:**  **Day 1: After reading *Click, Clack, Moo – Cows That Type*, the teacher will model sharing circle rules and procedure. Students will participate in a whole group sharing circle to identify the opinions in the story.**  **Day 2: Students will be divided into groups of three or four and using the sharing circle format, each group will discuss one of the books read during the unit. Using a set time limit (3 -5 minutes), the teacher will rotate books among groups until all groups have discussed all books. The discussion topic will be “The part of this book that I liked the best was when…”** | | | | |
| **Closing/Summarizing Strategy** | The class will complete a graph about “My Favorite Book.” | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students can give more than three reasons why they liked the text they selected when completing the activity “My Favorite Book about Friends”.  Class activity: graph the favorite book choices. | | Struggling readers will have a fill-in copy of the “My Favorite Book about Friends” to complete instead of writing independently. | | | Beginning and developing students are able to write simple sentences using word banks and environmental print. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** Each student will be able to state an opinion about their favorite character trait book. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*